Process Working Group
Meeting #3 – Guiding Document
August 19, 2010

Meeting Objectives
- Discuss and reach consensus on key questions raised about the proposed evaluation process
- Provide feedback on the matrix approach to combining individual component scores
- Identify concerns or challenges about the evaluation process in general that should be flagged for further discussion

Agenda
- *Review:* Gather any questions or feedback about the synthesis document from the group
- *Update:* Share ACEES feedback about the proposed evaluation process
- *Discuss:* 1) Specific roles and responsibilities for teachers and evaluators, including expansion of the set of individuals who can serve in an evaluator capacity; 2) Matrix approach to combining individual component ratings
- *Decide:* Reach consensus on the overall structure of the evaluation process (finalize decision elements from previous week) and develop set of guidelines for potential evaluators

Guiding Questions for Discussion

The Who
1. Based on ACEES feedback, what modifications, if any, should be made to the primary and complementary evaluator roles?

2. What are the criteria that a primary evaluator should have to effectively serve in this role?

3. What should be the specific responsibilities of a primary evaluator?

4. Are there individuals other than a school principal or assistant principal who could serve in the capacity of primary evaluator?

5. What are the criteria that a complementary evaluator should have to effectively serve in this role?

6. What should be the specific responsibilities of the complementary evaluator?

7. Should the complementary evaluator be an out-of-school individual? Out-of-district?

8. Should the complementary evaluator be the same individual throughout the year?

The What
9. Which elements of the evaluation process framework, after last week's discussion and feedback from ACEES, do you feel comfortable finalizing as a recommendation?

Working Group Charge

This working group is charged with the development of a detailed evaluation process, including the timing, methods, and tools used for data gathering and providing feedback. This group will also propose the responsibilities of and relationship between all individuals involved in the evaluation process.

Guiding Design Principles

1. Evaluation and development go hand in hand. The Rhode Island Model's (RI Model) evaluation process should enable individualized development for educators that is aligned to student learning goals and tied directly to evaluation results.

2. Educator evaluation and development must be built around a clear framework of expectations, focused on an evidence-based assessment of student learning, professional practice (including content knowledge), and professional responsibilities. Ratings from these three components will be combined to arrive at a final summative rating according to a 4-point rating scale.

3. The principal of each school will be ultimately responsible for the quality of all teacher evaluations and development opportunities at his/her school, though various individuals may be involved in the delivery of both evaluation (including observations) and development. Similarly, each district's superintendent will be ultimately responsible for the quality of all administrator evaluations and development opportunities in his/her district, though various individuals will likely be involved in the delivery and monitoring of administrator evaluation and development.

4. The evaluation cycle will be embedded in regular, substantive conferences between the educator and his/her evaluator that act as the cornerstone of the evaluation process. These conferences should include frequent feedback conversations about performance, regular development discussions, and multiple reviews of student data (individual student and class level for teachers; school level for administrators).

5. Observation and evaluation are related, but different, things. All educators will be **evaluated** annually, meaning they will conference with their evaluators at least once a year to discuss areas of strength and growth, set a development plan, receive feedback on their performance (including on their student learning outcomes), and receive a summative performance rating. Educators will be **observed** with varying degrees of frequency, depending on their performance level and individual needs.

6. Self-directed growth and development is a critical component of professionalism. To this end, the evaluation process will be designed to enable regular self-reflection and opportunities for educators to drive development conversations.